

A STUDY OF OCCUPATIONAL STRESS, JOB SATISFACTION AND JOB PERFORMANCE AMONG ELEMENTARY SCHOOL TEACHERS IN ODISHA

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ABSTRACT

The all-round development of students depend on efficient teachers. Now a day it is found that there has been a deterioration of standard of teaching. The reasons behind this fact are varied. But the most important factor is lack of efficient teachers in our schools or lack of teaching efficiencies of teachers. Good mental health, better adjustment, satisfaction in job, interest, favorable attitude towards teaching profession, experience, sex and training etc, are some of the important factors which affect the teaching efficiency of the teachers. The present research is an attempt to explore the phenomenon of teacher stress. The theoretical perspectives on the focus area would be more appropriate here. The purpose of the study was to explore the levels of occupational stress among the teachers working in secondary schools & identify the relationship between the selected demographic data with occupational stress, the satisfaction & performance levels. The sample consisted of 300 teachers from 150 secondary schools in all over Odisha. The statistical techniques of descriptive statistics & Pearson's coefficient were employed to analyze the data. The findings of the study indicated that female teachers are more satisfied & female teachers were belonging to high level of job performance, while 34.44 and 28.88 per cent of them had medium and low level. As high 71.12 per cent of teachers had medium to high levels of job performance. The teachers having more experience are seen to be having less stress. There is a statistically significant negative relationship among occupational role stress, job satisfaction & job performance. Higher was the level of stress, lower would be the level of job satisfaction & job performance among the elementary school teachers. The male teachers are more stress.

Keywords: Occupational Stress, Job Satisfaction, Job Performance & Elementary School Teachers.

Introduction

"Work is love made visible and if you can't work with love but only with distaste, it is better that you should leave your work..."

Teaching is considered a highly stressful occupation. The profession of teaching used to be regarded labour of love until now. But many realities of classroom life have made teaching a stressful occupation.

Occupational Stress

Stephen Robbins (1999) stress has been stated as "a dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he / she desires and for which the outcome is perceived to be both uncertain and important." Stress affects not only our physical health but our mental well being, too. To successfully manage stress in everyday lives, individual can learn to relax and enjoy life. The best way to manage stress is to prevent it. This may not be always possible. So, the next best things are to reduce stress and make life easier. Stress refers to any environmental, organizational and individual or internal demands, which require the individual to readjust the usual behaviour pattern. Degree of stress results from events or situations that have potential to cause change. Stimuli or situations that can result in the experience of stress are called stressors. There are three major sources of stress- environmental, individual and organizational. Environmental stress is not only caused by the factors intrinsic to job, but also influenced by the environmental or extra organizational factors. Stress results because of the individual's interaction with environmental stimuli or factors such as societal or technological changes, political and economical uncertainties, financial condition, community conditions etc.

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Stress is the body's reaction to a change that requires a physical, mental or emotional adjustment or response. Stress is a subjective feelings or tension experienced in the physical, mental or emotional realms as a response to environmental events. As children grow, academic social and parental pressure create stress. Prospective parents who want their children to be the best, Academic stress normally occurs at certain developmental periods in education. When the expectations for academic performance increase, children feel stressed. Examination can be the biggest source of stress in a child's life. It is a stressful situation and sometimes students may be unable to perform at a level matching their potential.

There are five main types of stress. They are:

- Eustress
- Distress
- Hyperstress
- Hypostress
- Neustress

Job Satisfaction

It refers to satisfaction or dissatisfaction experienced by the respondents as a result of various attributes prevailing in his job environment.

Job satisfaction means the attitude of a person towards his/her job or profession. It expresses the amount of congruence between ones expectation of the job and the rewards that the job provides. Since job satisfaction involves expectations compared with reward. It is related to equity and the psychological constructs. The term job satisfaction is very often confused with some other constructs/concepts like attitude and morale. Bloom and Naylor (1968) have noticed that an attitude is not job satisfaction, though it may contribute to job satisfaction. Similarly, job satisfaction is not the same as morale, although it may contribute to morale. Morale is generally referred to a type of group feeling whereas job satisfaction is an individual feeling. Morale is generated by the group and job satisfaction is a byproduct of the group. Therefore, job satisfaction is a complex, cumbersome and multi-dimensional concept. Hoppock(1935) defines job satisfaction as a combination of psychological, physiological and environmental circumstances that causes a person truthfully to say "I am satisfied with my job".

The concept of job satisfaction is with an identification of its epistemological roots. Satisfaction is an emotional response, the meaning of the concept can only be discovered and grasped by a process of introspection, that is an act of conceptual identification directed to one's mental contents and process. It is a basically a personal matter. Is also a function of perceived relationship between what one expects and obtains from ones job and how much importance or value he attributes to it.

Daniel (1975) defines job satisfaction as a result or consequences of the individual's experience on the job in relation to his/her own values, the extent of his/her wants or expectations. Therefore, it may be concluded that job satisfaction is ones expectation of the job followed by rewards. It is governed to a large extent by perceptions and expectations. Men work to satisfy their needs. They aspire and expect their work life to fulfill these needs. For perfect job satisfaction, there should exist one to one relationship between the perception of how well the job life fulfils the various needs and expectations or aspirations of the individual and the-extent to which these needs are actually fulfilled. Any discrepancy between aspirations and perceptions accounts for dissatisfaction.

The employees' satisfaction and morale are the attitudinal variables. They reflect their feelings on the job. These two terms are synonymously in the educational literature. Bullock (1953) states, job satisfaction is the product of attitudes resulted from the summation of many specific likes and dislikes experienced by the person at the job. it manifests itself in his evolution of the job and of the employing organizations. A worker may like certain aspects of his work and dislike the others.

The perception of job- and job-related factors will certainly differ from person to person. This is because every individual employee has his own frame of reference in evaluating his job. In this connection, Locke (1976) says that the Job satisfaction is said to be the mental attitude of an employee towards his job. It is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Actually, a job is not an entity but a complex interrelationship of tasks, tries, responsibilities, interactions, incentives and rewards. Of course, job satisfaction is a result of employees' job perception of how well their job provides these things that are viewed as important, Kolasa (1970) describes, job satisfaction as based on job attitudes. In a broad sense, the job satisfaction relates to how a job fits in to the total picture of a person's functioning.

Blum and Taylor (1968) also describes, job satisfaction as the result of various attitudes the employees holds toward his job, toward job related factors and toward the life in general. It may be concluded that Job satisfaction is the favorableness or unfavourableness with which employees view their work. It results when job characteristics and wants of the employee are in agreement. A person may be satisfied with his job and the organisation while his colleagues may be fully dissatisfied. Of course, some of his friends may be quite in different in the similar work environment. Obviously, the job satisfaction is a relative term and it refers to the inner feelings of the worker for his job.

Job Performance

It is the assessment of the performance of an employee by his own rating (self rating) on various items of job that are expected to be performed by the teachers.

Davar (1969) stated that job performance is a function of an individual's ability, knowledge and motivation.

Bharadwaj et al.(1989) stated that Job performance is the extent of performance of the job in view of expectation as stated in the job chart.

Cummings (1972) prefers to use the term staff assessment and thinks that overall objectives of staff assessment is to improve the efficiency of an enterprise by attempting to mobilize the best possible efforts from the individuals employed in it.

Davis & John (1981) defined job performance as how an individual actually performs in a given position, as distinct from how he is supposed to perform.

Rao & Sohal (1982) adopted self, superior and subordinate (beneficiary) rating to assess the performance of veterinary surgeons coupled with an account of physical targets to measure the job performance.

Talukdar and laharia (1986) used average of qualitative and quantitative criteria for measuring job performance of agriculture development officers. Qualitative performance was rated immediate superiors and quantitative performance was directly obtained from the agricultural development officer.

Similar method was followed by reddy (1986); Prabhakar et al (1986) and mohan (2000) took the average of the superior and self rating score as the job performance score of the extensional personnel.

Review of the literature shows that appraisal of job performance of workers in different industries, firms and organizations had been done with the help of job performance chart (McNeill,1960; sengupta,1966).

Job card has been used to assess job performance of the extension personnel in two ways. Firstly self-assessment by the extension personnel themselves (kherde and sahay,1972; siddaramaiah and shivalingegowda,1987 and Thippeswamaiah,1991) and secondly of the extension personal by their superior (singh, 1970; Kolte,1972). Rao and sohal (1982) adopted self, superior and subordinate (beneficiary) rating to assess the performance of veterinary surgeons coupled with an account of physical targets to measure the job performance.

Subbaro (2001) concluded in his study that, appraising the performance of individual, group and organisations is a common practice of all societies. While in some instance, these appraisal processes are structured and formally sanctioned. In other instance, they are an informal and integral part of daily activities, further, performance appraisal is a method of evaluating the behaviours of employee in the work spot, normally including both the quantitative and qualitative aspects of the job performance.

Ahmad et al. (2010) examined the interdependency between job satisfaction and job performance among 310 employees (includes both workers and managers) of 15 advertising agencies of Islamabad, Pakistan. Performance was measured based on employees' quality of work, productivity and also problem solving skills. Results indicated a very weak relation between job satisfaction and performance and there was no significant relation between job satisfaction and performance.

Berghe and Hyung (2011) explored the job satisfaction-job performance and determined the impact of job satisfaction on-job performance of respondents. These respondents were employed by company X (an international company in the service industry) and they were from the three largest offices of company X which operated at Finland (58 respondents). Sweden (25 respondents) and Denmark (12 respondents). The result of the study showed that there was a modest to weak correlation between job satisfaction and job performance and the causal direction was not found.

Statement of the Problem

The present study was entitled as: 'A Study of Occupational Stress, Job Satisfaction and Job Performance among Elementary School Teachers in Odisha'.

Objectives of the Study

The objectives of the present study were as under:

- To assess the occupational stress levels, job satisfaction levels & job performance levels among elementary school teachers.
- To find out the association among occupational stress, job satisfaction & job performance among elementary school teachers.
- To determine the relationship among occupational stress, job satisfaction & job performance among elementary school teachers.

Hypotheses of the Study

The following null hypotheses were formulated about the elementary school teachers:

- H₁:** There is significant association among the occupational stress, job satisfaction & job performance levels of elementary school teachers.
- H₂:** There is significant difference among occupational stress, job satisfaction & job performance of elementary school teachers.
- H₃:** There is significant correlation among occupational stress, job satisfaction & job performance of elementary school teachers.

Tools Used

The methods and procedure used in this study are presented under the following sub-headings: research design, subjects, instruments and procedure. Pareek's Occupational Stress Scale, S.P.Ananda Job satisfaction scale & Self-made questionnaire for the Job performance was developed by the researcher.

Research Design

The research design of the present study was descriptive in nature which was based on a survey of teachers from the elementary schools of Odisha. The variables involved in the study were as follows:

- Gender
- Experience
- Qualification
- Occupational Stress
- Job Satisfaction
- Job Performance

Method

Occupational stress, Job satisfaction & Job performance of teachers were associated with gender, experience and qualification separately employing the causal-comparative method. Correlational method was used to establish relationship between job satisfaction & job performance. Teachers perception of job satisfaction in relation to their gender, experience and qualification was also studied using an analytic method.

Sample

The random sample of 300 elementary school teachers from 150 schools were stratified into 220 male and 80 female, 114 less qualified and 186 more qualified, and 154 less experienced and 146 more experienced.

The distribution of the stratified sample (n = 300) by sex, qualification and experience is presented in Table 1.

Table 1: Distribution of the Stratified Sample by Sex, Qualification and Experience

Zone	No. of Teachers	Sex		Qualification		Experience	
		Male	Female	Less	More	Less	More
Central	105	92	13	29	76	36	69
Southern	52	36	16	21	31	27	25
Northern	91	57	34	37	54	60	31
Western	52	34	18	25	27	29	23
Total	300	219	81	112	188	152	148

The sample, thus, include 219 male (73.3%) and 81 female (26.7%) out of which 112 (37.8%) were less qualified and 188 (62.2%) more qualified, 152 (51.3%) were less experienced and 148 (48.7%) more experienced. The sample (n = 300) seemed to be big enough to represent the total population of elementary school teachers of Odisha.

Research Instruments

A structured questionnaire comprising of three sections was used as the tool of data collection. Besides, a box for personal and demographic data of the teacher was put to seek information like name, teaching experience, educational qualification, sex, school where working.

Occupational Stress Scale

To assess the role stress among the primary school teachers, organizational Role stress scale developed by Pareek (1982) was used in the study. The structured questionnaire consisted of 50 items, each with a five- point rating scale. This scale deals with the 50 items and distributed over 10 dimensions with 5 items each.

Dimensions
Inter role distance (IRD)
Role stagnation (RS)
Role expectation conflict (REC)
Role erosion (RE)
Role Overload (RO)
Role isolation (RI)
Personal Inadequacy (PI)
Self role distance (SRD)
Role ambiguity (RA)
Resource Inadequacy (RIn)

t' Test showing Comparison of Male and Female Teachers in respect of their Role Stress

Role Stress	Mean Difference	SE _D	't'	p
IRD	2.05	.343	5.969	.001
RS	.89	.244	3.651	.001
REC	.86	.258	3.335	.001
RE	1.34	.239	5.606	.001
RO	1.80	.407	4.426	.001
RI	1.24	.274	4.517	.001
PI	2.06	.331	6.235	.001
SRD	.43	.285	1.495	n.s
RA	1.62	.288	5.621	.001
RIN	1.42	.323	4.399	.001
ORSTTL	2.49	1.750	1.426	n.s

't' Test showing Comparison of Less-Experienced and More-Experienced Teachers in respect of their Role Stress

Role Stress	Mean Difference	SE _D	t	p
IRD	.54	.311	1.732	n.s
RS	.32	.218	1.455	n.s
REC	.31	.230	1.352	n.s
RE	.38	.216	1.757	n.s
RO	.72	.365	1.962	.05
RI	1.12	.243	4.620	.001
PI	.85	.300	2.835	.02
SRD	.66	.252	2.640	.02
RA	.52	.261	2.003	.05
RIN	1.32	.285	4.629	.001
ORSTTL	2.22	1.548	1.433	n.s

't' Test showing Comparison of Less-Qualified and More-Qualified Teachers in respect of their Role Stress

Role Stress	Mean Difference	SE _D	T	p
IRD	.14	.322	.430	n.s
RS	.53	.224	2.364	.02
REC	.39	.237	1.633	n.s
RE	.10	.223	.468	n.s
RO	1.16	.374	3.092	.01
RI	.20	.254	.801	n.s
PI	.02	.311	.071	n.s
SRD	.33	.260	1.262	n.s
RA	.16	.270	.600	n.s
RIN	.26	.299	.855	n.s
ORSTTL	2.49	1.595	1.560	n.s

Job Satisfaction Scale

Job satisfaction scale is a 'Likert's summated Rating' type scale developed and standardized by S.P. Anand(1998). The scale was comprised of 60 statements, each with a five point rating scale : strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and strongly disagree (SD). These statements (60) covered up four factors of job satisfaction : personal consideration (PC), working conditions (WC), Social Status (SS), and school administration (SA), each with equal number of items. Out of the total number of items 30 were positive and 30 negative statements.

't' Test showing Comparison of Male and Female Teachers in respect of their Job Satisfaction

Job Satisfaction	Mean Difference	SE _D	t	p
PC	5.36	.785	6.832	.001
WC	2.05	.541	3.788	.001
SS	1.54	.611	2.521	.02
SA	1.49	.439	3.391	.001
JSTTL	10.43	1.778	5.869	.001

't' Test showing Comparison of Less-Experienced and More-Experienced Teachers in respect of their Job Satisfaction

Job Satisfaction	Mean Difference	SE _D	T	p
PC	2.53	.714	3.540	.001
WC	1.38	.482	2.862	.01
SS	1.90	.538	3.539	.001
SA	1.47	.387	3.804	.001
JSTTL	7.24	1.590	4.555	.001

't' Test showing Comparison of Less-Qualified and More-Qualified Teachers in respect of their Job Satisfaction

Job Satisfaction	Mean Difference	SE _D	t	p
PC	.39	.743	.530	n.s
WC	.96	.498	1.919	n.s
SS	.73	.560	1.297	n.s
SA	.41	.404	1.026	n.s
JSTTL	.28	1.667	.170	n.s

To assess relationship among facets of job satisfaction and role stress, Pearson's product moment correlation was used. Table 23, 24, 25, 26, 27 and 28 display correlation matrices for less experienced more experienced, less qualified, more qualified, 'male' and 'female' respectively, each of which would display correlations among job stress scores and job satisfaction scores and also correlations among facets of job stress as well as job satisfaction themselves. Each of the resulting was subjected to a separate statistical test and in each case, the null hypothesis was a 'no relation' statement about the population associated with the sample of 'less-experienced', 'more-experienced', 'less-qualified', 'more-qualified', 'male' or 'female' teachers.

Job Performance Scale

Self-made questionnaire for the job performance was developed by the researcher. It deals with seven items. Performance by the teachers have been given by the teacher's self. The teachers have been given their opinion on 3 points continuums by putting a tick (/) mark in the appropriate column. Opinions are ME=More Efficient=Efficient & LE=Less Efficient.

Findings

Male and female primary teachers demonstrated significant differences in their levels of occupational stress. Female teachers were more stressed than male teachers in some dimensions like inter-role distance, role isolation, role overload and role inadequacy. This finding was consistent with Lipal (1999), Michelson and Harvey (2000), Lyon and Douglas (1999), Klassen (2010), Lauglin (1984), Majid (1998), Beena and Poduval (1992). Male teachers also indicated a higher level of stress as compared to the female teachers in certain dimensions of role stress such as role expectation conflict, role erosion, role isolation, personal inadequacy, and role ambiguity. This finding was consistent with Sahu and Mishra (1995) and Bhagwan (1997), but contradicts the finding of Majid (1998).

In view of stress dimensions like inter-role distance, role stagnation, role expectation conflict, role ambiguity and less-experienced teachers were at a higher level of stress than more-experienced teachers. This result is consistent with the research findings of Majid (1998), Jepson and Forrest (2006) and Ushashree et al. (1995), Progs (2008), Beena and Poduval (1992). However, on the overall stress measurement, more-experienced and less-experienced teachers were not significantly different from each other.

A high percentage of teachers (75.5%) were experiencing a medium level of stress and a low percentage of teachers (11.3% and 13.2%) were experiencing low and high levels of stress respectively. Low-qualified teachers (those who were below graduate) and more-qualified teachers (those who were graduate or above) did not demonstrate any significant difference in their occupational role stress.

From among the three demographic variables-sex, qualification and experience, experience and qualification demonstrated significant interaction effect on occupational role stress total scores of the primary school teachers, although no significant main effects of either sex, or experience or qualification on occupational role stress total scores of teachers were noticed. A high percentage of teachers (61.5%) were experiencing a medium level of job satisfaction, while low percentage of teachers (23.5%) were experiencing a high level of job satisfaction, and still lower percentage of teachers (15%) were experiencing a low level of job satisfaction.

The male and female teachers showed significant difference in their job satisfaction. But female teachers were on a higher level of job satisfaction than male teachers. This finding is consistent with the research findings of Richardson and Burke (1991), Bokti and Talib (1999), Antoniou, Davidson and Cooper (2005). The level of job satisfaction of the more-experienced teachers were significantly higher than that of the less-experienced teachers. Such result of significant difference between less-experienced teachers and more experienced teachers in their job satisfaction is consistent with Majid (1998) and Ushashree et al. (1995) and Progs (2008). Qualification of elementary school teachers was not systematically associated with their levels of job satisfaction, since more-qualified and less-qualified teachers did not differ significantly in their job satisfaction. This contradicts the research finding of Lehal (2007).

There is a statistically significant negative relationship between organizational role stress and job satisfaction. Higher was the level of stress, lower would be the level of job satisfaction among the primary school teachers. The strength of the negative correlation, of course, varied with the demographic variables, viz. for males $r = -.351$, $p < .01$, for females $r = -.197$, $p < .05$, for less-experienced $r = -.421$, $p < .01$, for more-experienced $r = -.199$, $p < .01$, for less-qualified, $r = -.392$, $p < .01$, for more-qualified $r = -.272$, $p < .01$. This result of inverse relationship between occupational role stress and job satisfaction among teachers corroborates the research findings of Chandraiah, Agrawal, Marimuthu and Manoharan (2003), Richardson and Burke (1991), Bokti and Talib ((1999), Pestonjee and Mishra (1999), Shahu and Goel (2008), Lehal (2007), Cooper, Rout and Faragher (1989), Kanyamon (2007), Hurg (2008), Peterson (2009), Chaplain (2005), Nirmal (2002), Progs (2008), Ahsan Abdullah, Gunfie, and Alam (2009).

The male and female teachers showed significant difference in their job performance. But female teachers were on a higher level of job performance than male teachers. The level of job performance of the more-experienced teachers were significantly higher than that of the less-experienced teachers. Such result of significant difference between less-experienced teachers and more experienced teachers. Qualification of elementary school teachers was not systematically associated with their levels of job performance, since more-qualified and less-qualified teachers did not differ significantly in their job performance.

Overall job performance of teachers was analyzed and found that a greater number (36.68 %) teachers were belonging to high level of job performance, while 34.44 and 28.88 per cent of them had medium and low level. As high 71.12 per cent of teachers had medium to high levels of job performance.

More number of (36.68%) of teachers was belonged to high level of job performance, while 32.21 per cent were having medium and 31.11 per cent of them were belonging to low level of job performance categories. A majority (68.89 %) of the teachers were belonging to medium to high levels of job performance categories. There is no difference in job performance of teachers .

Majority of teachers belong to medium to high levels of job performance categories. When teachers perceive job as more enjoyable, certainly their performance is going to enhance. It is necessary to provide essential infrastructure facilities, appropriate promotion opportunities, suitable reward for work. More satisfaction causes more performance of the job.

There is a statistically significant positive relationship between job performance and job satisfaction. Higher was the level of satisfaction, higher would be the level of job performance among the elementary school teachers.

Educational Implications

On the basis of the findings of the present investigation a few implications could be driven for increasing the level of job satisfaction job performance of teachers.

- Majority of elementary school teachers belong to medium to high levels of job performance categories. When teachers perceive job as more enjoyable, certainly their performance is going to enhance. It is necessary to provide essential infrastructure facilities, appropriate promotion opportunities, suitable reward for work. More satisfaction causes more performance of the job.
- The teacher's level of satisfaction in the job his/her stress as a teacher should be taken as criteria for promotion and placement in higher posts.
- Steps should be taken for improving the teaching efficiency and job satisfaction of elementary school. Steps should be taken by school administration for better exposure and In order to ensure better job satisfaction on the part of the elementary school teachers steps may be taken for providing better working conditions and organizational climate in the respective schools. Since one's job satisfaction mostly depends upon his/her temperament, attitude and interest in the related job, Care should be taken for recruitment of right type of persons with high morale, interest and highly positive attitude towards teaching job in the elementary schools.
- In order to ensure better job satisfaction on the part of the elementary school teachers steps may be taken for providing better working conditions and organizational climate in the respective schools. Since one's job satisfaction mostly depends upon his/her temperament, attitude and interest in the related job, Care should be taken for recruitment of right type of persons with high morale, interest and highly positive attitude towards teaching job in the elementary schools.
- Proper organizational climate and suitable infrastructural facilities and working conditions should be ensured by the state government which per haps may reduce teacher stress to a greater extent.
- Providing adequate transport facilities for organizing outdoor learning situation, appropriate laboratory facilities & supporting staff will help the teachers to improve their job performance.
- Recognizing good work through promotions & rewards could be done for each activity. This will motivate and increase the moral of teachers.
- Orientation/training courses should be made available to the in-service teachers on regular basis for updating their knowledge and skill both in the content of teaching and its pedagogical treatment.
- The teacher's level of satisfaction in the job his/her stress as a teacher should be taken as criteria for promotion and placement in higher posts.

Scope for Future Research

The results of the present study indicate that there are so many related areas, open to further research. Suggestions for future line of work are listed as under.

- Similar study with a wide variety of demographic variables as well as with large sample size may be carried out.
- A study on level of satisfaction & performance among teaching and non teaching staffs is suggested for future investigation.
- Study on job satisfaction & job performance among males and females in various professions such as bank, post office, air way, LIC etc. can be under taken in future.

- In depth study on the level of satisfaction & performance among higher cadre and lower cadre employees can be undertaken.
- In depth study on the satisfaction and level of satisfaction among school teachers in comparison with other professions needs to be carried out.
- Similar studies may be conducted with samples of teachers working in secondary schools or other higher educational institutions.
- Separate studies in similar line may be undertaken with elementary school teachers working in different parts of the country.

Conclusion

The elementary school teachers are at par with regard to role stress & job satisfaction. There is significant effect role stress on teachers' job satisfaction & job performance. Female teachers are on a higher level of job satisfaction. The male teachers are more stress. There is a statistically significant positive relationship between job performance and job satisfaction. There is a negative relationship between role stress & job satisfaction. Higher was the level of satisfaction, higher would be the level of job performance among the elementary school teachers. There is significant effect of teachers' job satisfaction on job performance. Female teachers are on a higher level of job satisfaction & job performance. The teachers having more experience are seem to be having low job satisfaction & low job performance. The teachers having more qualification are seen to be having low job satisfaction & low job performance. The experience, sex and qualification of elementary school teachers have significant interaction effect of job satisfaction on job performance.

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